DOCUMENT RESUME

ED 272 421 SO 017 361

AUTHOR Lynch, James
TITLE Preparation for Employment: A Multicultural Curriculum.
PUB DATE 86
NOTE 18p.; Paper presented at the Conference on Race, Curriculum, and Employment (Glasgow, Scotland, March 8, 1986). For documents by the same author on related topics, see SO 017 360-362. Document contains small print.
PUB TYPE Speeches/Conference Papers (150) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Change Strategies; *Cultural Pluralism; Curriculum Evaluation; Educational Assessment; Educational Change; Foreign Countries; *Multicultural Education; Secondary Education; Secondary School Curriculum; *Social Change; *Technological Advancement; Vocational Education
IDENTIFIERS Europe; United Kingdom

ABSTRACT

Concerns about the way in which European secondary school curriculum may respond to social and technical change and the needs of the individual and society are addressed in this paper. One way to do this to through multicultural education. Six curricular strategies are identified as responses to the technological changes and six strategies address changes in society and the individual. It is suggested that in order to draw the technical and societal spheres more closely together into a multicultural concept a review of the curriculum be undertaken from four perspectives: focus, content, process, and evaluation. Finally 13 critical areas are identified as potential weakness for such a multicultural program. A list of references is included. (JEH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED272421

MAR 1986
RECEIVED
ERIC/CRESS

PREPARATION FOR EMPLOYMENT: A MULTICULTURAL CURRICULUM

A Paper Presented to a Conference

on

Race, Curriculum and Employment

at the

University of Glasgow

Saturday 8 March 1986

by

Professor James Lynch

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
James Lynch
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JL/SH/1/86/80

SP017361

There is growing concern throughout Europe at the way in which the secondary school curriculum may respond to social and technical change, whilst meeting the needs of the individual and the society (European Community, 1985). At the same time and more specifically, there is increasing unease at the continued educational and social marginalization of members of ethnic minority communities into the second generation (Gundara, Jones and Kimberley, 1982) and the persistence of above average high unemployment rates amongst ethnic minorities (see for example, Barber, 1986). Within these overall thrusts there are identifiable two major dimensions concerned with, on the one hand, educational responses to rapid technological change and, on the other hand, educational responses to the explosive dynamic of cultural diversity, including such issues as prejudice and discrimination. Both of these major dimensions of change evoke fundamental legitimation crises in democratic, market economy societies because of the dissonance between the declared and operative values of those societies inherent in response strategies. This dissonance in turn embodies fundamental dilemmas for resolution by education in general and more specifically for the school curriculum, its objectives, content, process and evaluation.

In spite, however, of the common focus of these two major dimensions and the considerable overlap of their concerns, initiatives addressing them have normally been treated as separate almost discrete enterprises.

In the field of responses to technological change, curricular initiatives have included six major strategies:

1) The introduction of new areas of content, including cross subject packages such as TVEI, CPVE etc.;

2) The injection of new areas of expertise such as information technology as cross-curricular concerns;

3) The development of personal and social skills curricula to increase self confidence and motivation to cope with job uncertainty;

4) Attempts to strengthen partnership in the form of links with industry and commerce (to heighten 'economic awareness', viz Industry Year, 1986) and to provide for greater local community and parental involvement;

5) New assessment methods such as profiling;

6) Recognition of the urgent need for staff development.

In responding to cultural diversity, initiatives have been more diverse, disparate and controversial, but they have included

1) Permeation approaches including the formulation of policy statements, delivery documents and criteria for correcting for cultural monism in

the curriculum in general and individual subjects in particular;

2) Attempts to use the whole curriculum for 'anti-racist' or prejudice reduction purposes;

3) Responses to increased demand for a role for home culture in the form of ethnic studies such as Black Studies, Asian Studies, Mother Tongue, inter-faith religious instruction;

4) Moves to involve parents and local communities more in educational partnership;

5) A re-examination of the culture-based nature of assessment, testing and examinations;

6) Belated recognition of the need for staff development.

At first sight, it would appear that the two sets of initiatives have little in common above their point of focus, i.e. the school curriculum and education. What appears to be lacking is a co-ordination - even an overall conceptualization - of how the two concerns - let me call them 'economic' and 'pluralist' - may be drawn together into a coherent curriculum strategy rather than vying with each other for resource, attention, time and therefore also impact and influence. If we look more closely, however, at the six major kinds of initiatives described in each case, there are immediately apparent marked commonalities and areas for constructive coalition - as is also the need for a more co-operative, holistic and co-ordinated, less ad hoc, competitive and additive approach to the major domains of concern, 'economic' and 'pluralist' to be introjected into the school curriculum.

In an earlier study (Lynch, 1983), I have argued that a multicultural curriculum must derive from the ethical and social imperatives of a multicultural society. By ethical imperitave I mean the need to respond to and be guided by the overall aim of 'respect for persons', and by the social imperatives, I argued that, because society espouses democratic values, is characterized by scientific/industrial modes of thought and organisation and offers a broad measure of individual and grour freedom, so the curriculum must respond to those dimensions.

From these overall goals flow the specific objectives, curriculum content, teaching/learning processes and review strategies of a multicultural curriculum which may respond in a more co-ordinated way to cultural, social and individual needs, including both 'economic' and 'pluralist'. So I want now to raise a series of baseline questions about each of these areas and, for convenience sake, I intend to shorthand the curriculum as comprising the <u>focus</u>, <u>content</u>, <u>processes</u> and <u>evaluation</u>. In doing this, I want to attempt to sew together both economic and pluralist dimensions within an overlapping and unitary curriculum framework.

1. The Focus

A set of broad aims for educational institutions based on recent national and local publications might include six major areas. We might, for example, ask the questions, does education assist learners:

1. to develop qualities of imagination, human feeling, inquisitiveness, rationality: both judgemental and communicative, and application (to both tasks and skills)?,
2. to acquire skills, practical abilities and knowledge appropriate to society, employment and recreation?,
3. to achieve literacy (oral and written), numeracy and sociacy?,
4. to imbibe agreed moral bases (values) for behaviour appropriate to a multicultural society, including an active commitment to legitimate diversity?,
5. to develop a critical appreciation of themselves, their community, society and international interdependence, including the social, political and economic orders inherent in these?,
6. to value the achievement of all human groups?

(See, for example, DES, Welsh Office, 1980, 1981; HMI, 1980, 1985; Secretary of State for Education and Science, 1977, 1985; Schools Council, 1981, 1983; ILEA, 1984).

But whilst these very general aims address both major dimensions, pluralist and economic introduced above, they can be no more than guiding principles for the implementation of opportunities for learning, both formal and informal, that we call a curriculum, including the content of knowledge and the teaching/learning strategies. Moreover, they are not tidy and separate, but overlapping and interactive among themselves and with the content of the curriculum. Nevertheless, such broad aims are important, for they provide the overall declared and agreed parameters within which educational provision and institutions can remain open to change, not capriciously or randomly, in response to often conflicting demands and pressures from a host of different interest groups, but rationally. They afford, in other words, a rational means for reconciliation and processing of a wide range of demands from different economic, political, ethnic, racial and social groups by means of equal discourse and against common criteria which should be widely available. They are a means of deeming certain learning essential for all learners, including both pluralist and economic components, within a society which strives to be open and democratic.

They are not, of course, changeless and they need to be referenced to a society such as ours, which espouses democratic values, such as the rule of law, basic human rights and participation in social and civic life, although, of course, it does not always succeed in operating them. In other words, a democratic society seeks to promote values such as:-

- freedom of communication and association between individuals and groups;
- responsible participation;
- engagement for human rights;
- social justice, e.g. equality of access to education and employment; equity before the law;
- a sense of unity and a shared heritage;
- personal and social enterprise and achievement;
- rights to ownership of private property;
- a sense of personal, group and national identity;
- international responsibility;
- economic inclusion;
- mutuality in relationships of individuals and groups.

(Australian Curriculum Development Centre, 1980).

I have been careful to stress that a democratic society seeks to nurture these values, for I do not wish to imply that it is always successful. Quite the reverse, and as I indicated earlier, it is in the discrepancy between declared and operative values that the creative fulcrum for social and cultural change is to be found: a generalization which applies to both pluralist and economic dimensions. With that proviso, let us pursue our analysis of what the shape of the content of a core curriculum (i.e. one defining essential learning for all learners) might look like, if it were to incorporate both economic and pluralist dimensions.

2. <u>The Content</u>

Traditional definitions of the curriculum have rested upon a subject epistemology deriving from pre-industrial societies where education served only a small elite. Such a curriculum is clearly unsuited for a society which espouses the values indicated above, deriving from a culturally diverse, technologically advanced democracy. Thus, gradually attempts have been made to reconceptualize educational provision in general and the curriculum in particular, not as a series of subjects, but as teaching learning processes and situations, aimed at particular purposes (the aims listed above) and guided by particular values towards the achievement of specific <u>selected</u> skills, attitudes and knowledge and taking into account the cultural biography of the learner (e.g. cognitive style, motivational approach,

linguistic background etc.).

Now that sounds rather a complex task so let us look again at what that means in terms of curricular action by teachers, who can respond to both pluralist and economic dimensions.

Selection of content - and selection is functionally essential - implies a set of principles on the basis of which selection may take place. The decision is, in effect, which learnings are deemed essential to achieve the aims listed above, and what are the criteria for decision.

The Curriculum Development Centre in Canberra set down some years ago what essential learning ought to include and came up with the answer that it should:-

- focus on the common culture;
- acknowledge the pluralist nature of society;
- include common learning;
- highlight the relevant contemporary aspects of education;
- specify the minimum essential learnings for all;
- define the structure of learning;
- provide common and differentiated learning opportunities;
- indicate the common applied learning tasks.

(Canberra Curriculum Development Centre, 1980, p.15).

The Munn report looked at this issue slightly differently by suggesting four domains concerned with:

- pupils' knowledge of themselves and their social and physical environment;
- the development of cognitive and interpersonal skills;
- the cultivation of appropriate emotional and moral attitudes;
- the nurturing of social competence.

(Scottish Education Department, Consultative Committee on the Curriculum, 1977, pp. 21-23), and it suggested eight modes of activity, which if pursued in accordance with the four domains of aims would constitute essential areas of learning for all pupils.

More recently, the English Inspectorate have proposed what they call 'one' perspective on the learning and experience which they believe essentially contributes to a rounded education. The components are well known as and widely used:

- the aesthetic and creative;
- the human and social (including political and economic);
- the linguistic and literary;

- the mathematical;
- the moral;
- the physical;
- the scientific and the technological;
- the spiritual.

(Her Majesty's Inspectorate, 1985, pp.16ff).

3. The Processes

It will be apparent that each one of these defined areas of learning and experience will have a unique contribution to make to both pluralist and economic dimensions of the essential curriculum. Each will contribute to the skills, attitudes and knowledge of that essential curriculum which is susceptible to acquisition through different learning processes such as:

- listening, speaking, reading, writing;
- observing, analysing, interpreting, making judgements;
- discriminating, classifying, concluding;
- formulating questions, posing hypotheses, testing them and solving problems;
- imagining, creating and expressing;
- designing, making and testing;
- measuring and formulating;
- developing physical skills;
- nurturing acceptable personal and social attitudes and values.

(List based on HMI, 1985, pp. 39-40).

But such "modes of activity" or "learning processes" cannot be implemented in isolation. They are rather implemented in a particular context, school, college etc., taking into account what we know about human learning and in particular responsive to - one might say iterative with - the needs and characteristics of the learners. In other words, there is a need to match curricular and student facts. But what are those student facts, how can they be detected and what can the teacher do about them?

In a recent study (Lynch, 1986) I have emphasised that there is more to a multicultural curriculum than culturally diverse content, even though that content may draw on a detailed and up-to-date knowledge of the cultural context of the school. Teachers, it seems to me, need to consider very carefully the teaching/learning strategies, which they adopt and the policies for reward and reinforcement against that cultural context and as a support for the equal educational opportunity of all children. Thus, in addition to the curricular facts about multicultural content, resources, media and learning environments, there needs to be a process of pedagogical matching

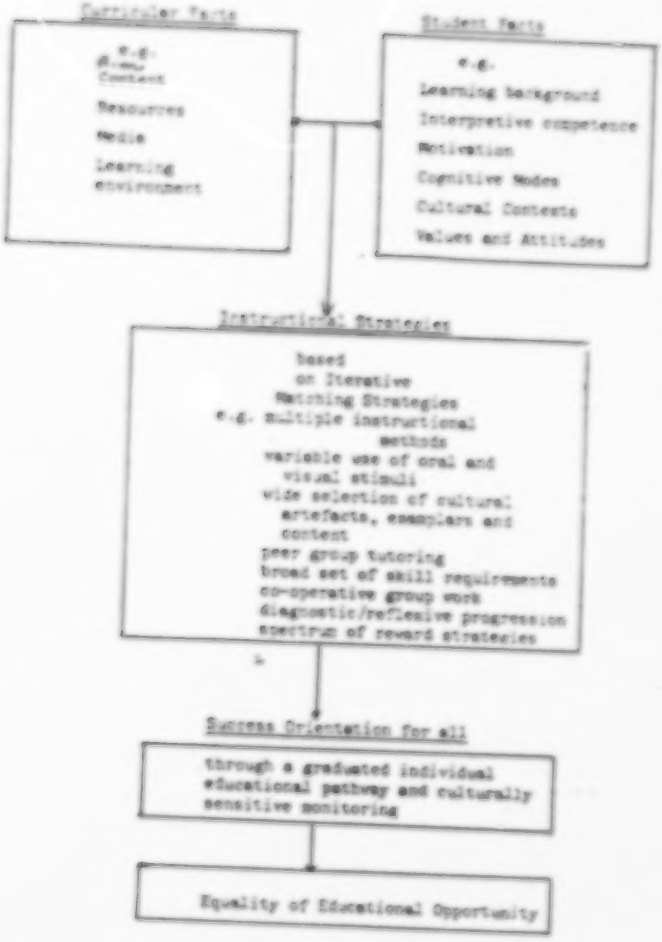
with functional characteristics of pupils, including their learning background, their cognitive modes, their interpretive competence, their motivation, the values and attitudes of the cultural background from which they come, and, insofar as is possible, some understanding of what might be considered to be appropriate reward and reinforcement strategies. This is a tall order for teachers, and the problem is to avoid "treating them all the same" syndrome and to take into account the relevant functional characteristics without generating the basis for new stereotypes. Clearly, there are other factors in addition to ability, which control and sometimes determine learning and attainment. By their early and continuing socialisation, many children are ill-adapted to the values and attitudes, tasks and rewards, priorities and indeed the general ethos propagated by the school. Teachers can help learners to overcome these disadvantages by trying to pull together the curricular facts in formulating their instructional strategies, attempting to match the two and varying the pedagogical approaches which they adopt, so as to include a multiplicity of different approaches and methods.

Amongst these different approaches may be the variable use of different approaches including oral and visual, verbal and non-verbal stimuli, a broad selection of cultural artefacts, exemplars and content, different learning experiences for the pupils, including peer-group tutoring, collaborative, co-operative group learning and graduated approaches to skill requirements, based on a diagnostic and reflexive progression by the child, which emphasises success and rewards success across a spectrum of different concepts of what reward might be. I have portrayed this process in Figure I diagrammatically. It illustrates slightly simplistically, the important role of such a matching process in attempting to achieve not only success orientation for all, but equality of educational opportunity for all.

Variety, the old saying goes, is the spice of life. Thus, a multicultural curriculum which prepares for employment, taking into account the cultural biography of the school and the pupils, needs to include:-

- diversity of content, materials and stimuli;
- the goal of increasing the sense of involvement of pupils in the school culture;
- strategies aimed at supporting the self and ethnic image of the child;
- an acquaintance with the cultural experiences, values, beliefs and expectations of differing groups;
- the generation of a culturally receptive classroom and school atmosphere;
- the celebration of diversity in indirect teaching, e.g. display etc. and in both verbal and non-verbal behaviour;

Figure 1 Instructional Strategies for Multicultural Classrooms: A Model



(Diagram taken from Lynch, 1986, p 111)

- introduction of pedagogical strategies to boost pupils' locus of control;
- provision for a variety of achievements in different modes;
- the adoption of a wide range of stimuli: oral, verbal and visual;
- the inclusion of peer group learning and co-operative group work;
- the use of multiple instructional methods, including experiential modes;
- the adoption of an iterative matching strategy for lesson planning and implementing learning strategies;
- the identification of and with pupils' values and attitudes;
- the institution of continual discourse with parents and community;
- community-open appraisal and pupil assessment procedures.

It goes without saying, of course, that there can be no process of matching curricular and student-facts without a healthy dialogue with the parents and the surrounding community. The development of multicultural education has to be seen as a holistic process in which all of the pieces of the jigsaw have to be related to one another, before an effective multicultural curriculum can be designed. But are the teaching/learning strategies which have been briefly referred to as part of these "iterative processes" beyond the scope of most teachers currently teaching in classrooms? This question leads us naturally to the evaluation section of my presentation, for, it seems to me, that self and collegial evaluation and indispensible to an effective iterative process for teaching/learning strategy development, and for the development of appropriate assessment strategies addressing both pluralist and economic discussions. For, staff development is essential to the launching of multicultural education, and testing, examinations and assessment are symbiotic with the consideration of the multicultural curriculum, its aims, content and pedagogy with which I have been concerned in the last sections.

6. Evaluation

To some extent, we need to come full circle, for we can only evaluate a multicultural curriculum which seeks to prepare for employment against such criteria as the social purposes, aims and societal values which were deployed at the beginning of this paper. Since that curriculum represents essential learning for all pupils, its success or failure cannot be judged against partial or sectoral special pleadings. It cannot be the handmaid of industry, still less the slave of minority revolutionary aspirations. Ultimately, its success must be judged against the goals of multicultural education itself: social cohesion; social diversity and equality of opportunity. More specifically, its success may be calibrated against the

broad aims, areas of learning and experience and skills, attitudes and knowledge sketched out above.

In particular, we must ask to what extent such a curriculum contributes to the two major dimensions, economic and pluralist, which together comprise the theme of this paper. Here, the picture is more bleak. A recent survey of school pupils in England and Wales showed them to be "illiberal on race" (Williams, 1986) - failing down on the pluralist dimension - and the 1984 Labour Force Survey indicates generally higher levels of unemployment for minority populations (Barber, 1985) - thus falling down on the economic dimension for both majority and minority youth. So is not preparation geared to the overall aims and including both economic and pluralist dimensions at best myopic and at worst deceitful? I believe that to accept that contention in that form is a counsel of despair and unhelpful to both minority and majority youth.

On the other hand, it would seem to me important, to make explicit as a part of any training or education, addressed to the overall aims, the current shortcomings and to furnish youth with the knowledge, skills and insights to overcome them. A recent publication from the Further Education Unit (Watts and Knasel, 1985), indicates a five-part conceptual framework authorising the skills, knowledge and attitudes to be included in negotiated educational provision for those who may be unemployed:

- employability: including the improvement chances of obtaining and keeping employment;
- coping: including enabling people to cope with being unemployed;
- context: including an understanding of society's responsibility for unemployment and the skills of social, political and community action;
- leisure: including utilisation of leisure time, new interests, "time management" etc;
- opportunity creation: including the creation of their own livelihood, self employment, small business development and alternative lifestyles.

At the operational level such skills, attitudes and knowledge must speak very loudly. But traditional methods and instruments of curriculum assessment are unlikely to be adequate for a multicultural curriculum which has an economic dimension, not least because they are culture-biased. They derive, in other words, from a monist societal curriculum and are validated against a predominantly white anglo-saxon population. Moreover, and as stated earlier, they were intended to test a pre-industrial concept of worthwhile knowledge. No instrument has ever been designed to test universal human intelligence and many tests, content and

procedures are ectopic to the culture of ethnic minorities, their economic needs and those of all young people facing prospective, even certain, unemployment.

If multicultural methods of assessment and evaluation are to be legitimated to prepare all pupils for satisfactory social and economic activity in our contemporary multiculture, they too must meet the criteria for a multicultural education, which is yet responsive to the economic dimension of life. It cannot suffice for them to be 'validated' only on one cultural group or social class. Ways of tackling this dilemma are beyond the scope of this paper and I have in any case, addressed some of the issues elsewhere (Lynch, 1984, 1986, as have a number of my colleagues (Verma, 1982) and the Schools Council, Mukhopadhyay, 1984)).

If we then turn to issues of evaluation more broadly, two matters are crucial: community involvement and staff development as part of a process of self and institutional professional appraisal. Without the one there can be no legitimation; without the other no improvement of practice and learning. As the national criteria for the 16+ GCSE Examinations in England and Wales state, not only must syllabuses and examinations be free from political, ethnic, gender and other forms of bias, but that Examining Groups should bear in mind the linguistic and cultural diversity of society. A major assumption of such subjects as Business Studies is the idea of the school as part of its community. The community is both economically and culturally diverse and an educational institution will need to draw heavily on that community if it is to produce and deliver a multicultural curriculum which can provide a preparation for employment for more than a small elite and avoid a passe curricular epistemology. But, as indicated earlier, such criteria have to be seen against the background of the overarching aims and values indicated at the beginning of this paper and the distance between them and the actual social, political and economic context in which curricula are to be implemented, for it is in the tension between the two that the locus for change is to be found.

That space for change can, however, only be exploited if change takes place also in those who deliver the curriculum: the teacher, tutors, lecturers and other educators and trainers. In a sense, they too are part of the curriculum. They influence its values, its content, its effectiveness, its process and its control. They succeed or fail in motivating learners by their personal as well as professional frame of reference.

With even more acute problems of youth unemployment, increasing emphasis is being placed on the point where youth and education policies intersect: the transition from school to working life. Formerly conceived of as responding to the needs of only the disadvantaged, they are now increasingly referenced to the whole 14-19 age group. With the introduction of TVEI and CPVE and analogue developmenrs in other countries in Europe, attention has indreasingly been focussed on the shortcomings of educators to deliver the new programmes and thus the need for staff development as a leaven to the quality of delivery of programmes for young people. Plunkett (1982) has collected evidence on how several European countries approach the issue of staff development and has assembled an inventory of training needs for staff development for such programmes. He identifies six domains of 'knowledge' which are evocative of the theme of this paper:

- knowledge of self and development of own attitudes and capacities;
- knowledge and understanding of society, young people in transition and onportunities available to them;
- teaching and learning strategies;
- working with individuals and groups;
- knowledge and skills related to the world of work and vocational preparation;
- planning and evaluating programmes.

(Plunkett, 1982, pp. 120-123).

In England new programmes require co-ordinated development of the educational and training personnel who themselves are located across many sectoral boundaries but are united by their clientele and the programmes which they are required to deliver. The Manpower Services Commission's Youth Task Group proposed in April 1982, the establishment of a network of Accredited Training Centres to provide in-service training for supervisors, line managers, instructors, further education staff and other education and youth service tutors and teachers (Manpower Services Commission, 1982). Individually or collaboratively with colleagues in polytechnics and other institutions of further and higher education, the network of Accredited Training Centres seeks to offer 'tailor-made' staff development on an inter-agency principle to respond to the demands inherent in the new programmes. As a result of such initiatives as those cited above, and others such as the introduction into schools and colleges of a prevocational curriculum and qualifications (see, for example, City and Guilds, 1984), institutions for the preparation of educational and training personnel find themselves with an increasingly common focus in their aims and purposes: preparing personnel to deliver the same curriculum in different institutional settings. Recent

initiatives by the Department of Education and Science (1983, 1984) have released central funds for the training of staff in schools and colleges in pre-vocational education, such training being provided by institutions across educational, employment and training boundaries. The provision is built, not on a subject-based collection curriculum, but on an epistemology of integrated, curriculum-led staff development, addressing needs for information, research, practice, support and monitoring and including integrative strategies such as:-

- the creation, development and management of planning and teaching teams;
- in-house workshops on methods, materials and resources;
- attendance at local, regional and national workshops, courses and conferences;
- effective integration of c) into in-house development;
- creative and innovative use of staffing ratios;
- visits to other practitioners and institutions;
- visits from other practitioners and institutions;
- organisational development of schools, colleges and authorities to change structures and procedures;
- use of external consultants as trainers, catalysts and change agents. (Further Education Unit, 1984).

Increasing co-ordination of such initiatives has been provided by Joint Manpower Services Commission and Further Education statements (see, FEU/MSC, 1984) and by the publication of a Circular and letter by the Department of Education and Science (1982, 1983), inviting co-operation and co-ordination of providing agencies in the whole area of staff development and training for vocational preparation. Training and staff development on an inter-agency basis addresses the needs of learners in education, industry, commerce and employment in the broadest sense.

Looking back critically at the 'cycle for action' referred to briefly above, focus, content, processes, evaluation and staff development, across both economic and pluralist dimensions, it is possible to highlight a number of weaknesses which will need correction if programmes, projects and curricula are to be maximally effective. Briefly, these might be itemised as:-

- inadequate cohesion in the conceptualization of economic and pluralist dimensions of the curriculum;
- inadequate co-ordination of agencies involved in provision of curricula;
- inadequate regional mechanisms for co-operation;
- exclusion of local community interests and culture;
- lack of adequate follow-up feedback and dissemination strategies;
- continuing efficacy of professional boundaries in preventing collaboration;

- inadequate, exclusive and sometimes obsolete concepts of knowledge and status hierarchies amongst educators;
- lack of adequate staff development for the educators;
- cultural and economic insularity on the part of some institutions of teacher education;
- lack of credentialised outcomes to training courses;
- insufficient conceptual and research back-up for overarching, sector-bridging curricula and the identification of families of occupational competences;
- lack of appreciation of the potential of information technology in meeting both economic and pluralist dimensions of the curriculum;
- exclusion of social actioning and political education for democracy from mandatory schemes such as YTS.

And so we come full circle, prompted by our intellectual excursion and its unsatisfactory conclusion to ask where the dissonance between our widely agreed aims and our inadequate achievements arises. Where are we falling down and where are we failing young people? The response to such questions must bear in mind the limited role of education in solving even educational problems; equally it cannot neglect the political context in which democratic discourse may lead to improvement - not least for young people suffering multiple disadvantage and discrimination - and that I assume is what the TEEM Project is about.

Note: I am grateful to my colleague, Barry Troyna, for his helpful comments on the first draft of this paper.

REFERENCES

Australian Curriculum Development Centre (1980), A Core Curriculum for Australian Schools. Canberra: CDC.

Barber, A. (1985), "Ethnic Origin and Economic Status", Employment Gazette, December, pp. 467-477.

City and Guild of London Institute and Business and Technical Education Council, Joint Board for Pre-Vocational Education (1984), The Certificate of Pre-Vocational Education: Consultative Document. London: CGLI and BTEC.

Department of Education and Science, Welsh Office (1980), A Framework for the School Curriculum. London: DES.

Department of Education, Welsh Office (1981), The School Curriculum. London: HMSO.

Department of Education and Science (1982), The Youth Training Scheme: Implications for the Education Service. London: DES. (Circular 6/82) and Department of Education and Science (1983), "Letter dated 30 June, to London Education Authorities Regional Advisory Councils and Colleges of Further Education".

Department of Education and Science (1983 and 1984), Circular 3/83 and Circular 3/84 London: DES.

European Community (1985), Transition of Young People from Education to Adult and Working Life. Brussels: IFAPLAN.

FEU/MSC (1983), A New Training Initiative: General Principles. London: DES, and FEU/MSC (1984), Joint FEU/MSC Guidelines 2. London: DES.

Further Education Unit (1984), CPVE 3 (Staff Development Programme supporting the Certificate of Pre-Vocational Education). London: DES, (July).

Gundara, J., Jones, C. and Kimberley, K. (1982), "Research Report on Factors of Marginalization and Pauperization of the Second Generation of Migrants in France, the Federal Republic of Germany and Great Britain relating to the Education of the children of Migrants". London: University of London Institute of Education, Centre for Multicultural Education.

Her Majesty's Inspectorate (1980), A View of the Curriculum. London: HMSO.

Her Majesty's Inspectorate, Department of Education and Science (1985), The Curriculum from 5 to 16. London: HMSO.

Inner London Education Authority (1984), Improving Secondary Schools. London: ILEA.

Lynch, J. (1984), "Curriculum and Assessment", in Craft, M. (Ed.), Education and Cultural Pluralism. Lewes, East Sussex: The Falmer Press, pp. 41-56.

Lynch, J. (1986), Multicultural Education: Principles and Practice. London: Routledge and Kegan Paul.

Manpower Services Commission (1986), Youth Task Group Report. London: MSC, para. 5.24. See also Langham, M. (1982), "Training the Trainers", Youth Training News, 3, April, pp. 12-13.

Mukhopadhyay, A. (1984), Assessment in a Multicultural Society: Social Sciences at 16+. London: Longman/Schools Council.

Plunkett, D. (1982), Staff Training and Development for the New Youth Programmes. Amsterdam: European Cultural Foundation.

Secretary of State for Education and Science, Secretary of State for Wales (1977), Education in Schools: A Consultative Document. London: HMSO.

Secretary of State for Education and Science (1985), Better Schools. London: HMSO.

The Schools Council (1981), The Practical Curriculum. London: Methuen Educational.

The Schools Council (1983), Primary Practice. London: Methuen Educational.

Scottish Education Department, Consultative Committee on the Curriculum (1977), The Structure of the Curriculum in the Third and Fourth Years of the Scottish Secondary School. Edinburgh: HMSO.

Verma, G.K. and Mallick, K. (1982), "Tests and Testing in a Multiethnic Society", in Verma, G.K. and Bagley, C. (Eds.), Self Concept, Achievement and Multicultural Education. London: Macmillan.

Watts, A.G. and Khasel, E.G. (1985), Adult Unemployment and the Curriculum: A Manual for Practitioners. London: Further Education Unit (REPLAN).

Williams, H. (1986), "The Thatcher Generation", New Society, 21 February, vol.75, no.1208, pp. 312-315.